**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Topic 2-3, Grade 1 Ordering numbers to 12 with a number line**  **The Envision Lesson: 2Top2**  **22-3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review the lesson from the day before  Interactive Math Story | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? MARZANO 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1: “This is the word ***before***”.  “Turn to your elbow partner and tell them what you think before means.”  “Before in math talks about numbers that are smaller than another number. In Math I use the word before to talk about how numbers come in order. For example 2 comes before 5 when I count.”  “Let’s try, count with me, one, two, three, four, five. Which number did we say first, 2 or 5?”  “Two comes before five when we count.”  “I am writing the number 4 and 6. Turn to your elbow partner and tell them which one comes ***before.”***  “Which number came before?”  “I am going to give each pair of students two numbers. Each of you will take a number. Decide which number will come before and be ready to share”  “This is the word ***after.”***  “Turn to your elbow partner and tell them what you think after means in math.”  “In math we use the word after to explain a number that is bigger than another number or a number that comes later when counting.”  “For example, the numbers I wrote on the board, 4 and 6 if the number 4 comes before, then the number 6 must come after.”  “Let’s count and see: one, two, three, four, five, six.”  “Yep, I definitely said 4 first, then 6 later, or 6 comes after 4.”  In your journal write 2 numbers and tell which one comes before and which one comes after.”  Day 2:  “Yesterday we discussed to new words: ***before and after***.”  “In your journal write a definition for the word before and the word after.”  Day 3:  “In your journal draw a picture that shows the terms before and after.”  Day 4:  See the whole group instruction and scaffolded instruction activities.  Day 5:  “Tell your elbow partner what before means. Tell you other elbow partner what after means.”  Day 6:  Play count around. Students sit or stand in a circle. Using number cards, show a student a number and ask them to either tell you the number that comes before that number or the number after.  Play read my mind. Students receive a number card that they hold on their forehead facing out so only other students can see. They have to walk around the room and ask students for hints about their number. They can only tell that student what number comes before and what number comes after the number shown. If the student guesses the number, they go sit in their seat. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  **Manipulatives needed:**  10 frames representing numbers to 10  Cards with numbers representing numbers to 10  10 frames representing numbers to 10 for each pair of students  cards with numbers representing numbers to 10 for each pair of students  dry erase boards and markers for each student   1. On the document camera, have students help you order the ten frames smallest to biggest. 2. Match the numbers to the ten frames. 3. Call out a number and ask the students to to name the number before it. Name the number after it. Ask: “How did you figure that out?” “How can you be sure?” 4. Pass out dry erase boards and markers. 5. Call out a number and ask the students to write the number before it. Write the number after it. Ask students to hold their boards close to their hearts until everyone has an answer, then ask for everyone to show their answer. (see formative assessment) 6. Break students into pairs. Give them their materials (ten frames, number cards) Ask students to order their ten frames from smallest to biggest and match their number cards. 7. Have students call out a number to their partner and ask partner to write the number before and after. Switch.   **EXTENSION:**  **These activities would be easy to extend the vocabulary to include the terms greater than and less than in connection with before and after. Example, “4 is before 5, and 4 is less than 5. 6 is after 5 and 6 is greater than 5.”** | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using a number line, ask students to label the number line. In pairs have students call out to partner a number and ask them to name the number before and after the number.  Circulate during the activity. Monitor students working in the pairs. Periodically stop and ask students: “Explain your thinking” “How do you know that is correct?” “How did you figure that out?”  **EXTENSION:** Include the extension vocabulary in the representational activity using the number line. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Use class practice sheet 2-3 for independent practice | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| (See whole group activity) Students will respond on dry erase boards to questions asked by teacher. By scanning the room the teacher will be able to determine how the students are grasping the concept. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  These activities are review and the directions have already been given:   1. Read my mind. Students will work in pairs with a stack of numbers and a number line (for support). Taking turns they will guess their numbers. 2. Student in pairs with dry erase boards and stack of numbers. Students need to draw a number line and determine the number before and after a number chosen. (see activities above) | |
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| **HOMEWORK** | |
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